EXPLORING THE USE OF SOCIAL MEDIA FOR APPAREL DESIGN EDUCATION

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EXPLORING THE USE OF SOCIAL MEDIA FOR

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Abstract: Acquisition of knowledge is one of the central purposes of higher education. It is expected that social media impacts learning. Internet-based social media can be used by students to share and generate knowledge collectively in a way that enables the creation of personal learning environments by combining formal and informal learning. Social media may have a unique impact on apparel design education, because of its visual and collaborative nature. This study explored the behaviors and perceptions of social media of a small group of students and educators at a large South-Central land grant university with a technical, industry-based focus through the lens of social constructivism and connectivism. Apparel design and production students and educators were surveyed to identify what social media they are using. Then individual interviews were conducted with a select group of participants focused on how participants are using social media to bridge formal and informal learning and what benefits and barriers participants experienced. Findings included descriptions about the nature of student and educator use of social media. Student participants gravitated to visual resources that they could access on their own schedule, but they did not typically seek resources out without the extrinsic motivation of a class assignment. Some educators reported using social media to highlight real-world examples and to help students reflect on the learning process. Other educators were uncertain how to use social media effectively in their classes. For social media to be used as something more than an additional reference, educators will need to learn to develop social media for the objectives for their courses. Findings of this study suggest that educators will need to be trained in how to use social media as a teaching strategy. Once they are enabled, they can then assist students, who are primed to learn, to use social media beyond its personal uses and reap the benefits social media can yield for learning.

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CHAPTER I

INTRODUCTION

The rise of the Internet and social media have increased access to information and changed the way people seek knowledge (Blair & Serafini, 2014; Heo & Lee, 2013; Rowe, 2014). Acquisition of knowledge is one of the central purposes of higher education. It is expected that social media impacts learning. College-age students, generally adults between the ages of 18-25, are digital natives, having grown up with and utilized technology, particularly the Internet, throughout their educational careers (Ajjan & Hartshorne, 2008). Internet-based social media can be used by students to collectively share and generate knowledge in a way that enables the creation of personal learning environments (PLEs) (Dabbagh & Kitsantas, 2012; Greenhow & Lewin, 2016). PLEs encompass all of the tools and opportunities that an individual utilizes to learn and may link the formal learning done in schools or other structured environments with the informal learning that individuals engage in throughout their day-to-day life (Dabbagh & Kitsantas, 2012; Martindale & Dowdy, 2010). The purpose of this study was to explore how social media is being used by students and educators in apparel design to connect formal and info rmal learning within the context of students' PLEs.

Background

Initially, the HTML format of the Internet allowed users from around the world to view and consume static information. In contrast, today's Web 2.0 contains both read and write components, allowing users to interact rather than just review information; enabling the development of social media (Hemmi, Bayne, & Land, 2009). Social media, defined as "networked tools or technologies that emphasize the social aspects of the Internet as a channel for communication, collaboration, and creative expression" (Dabbagh & Kitsantas, 2012, p. 3). While it seems that all social media is considered Web 2.0, it is less clear if all applications of Web 2.0 can be considered social media. For example, course management systems, such as Blackboard, have read and write components, but the course-specific structure and restricted environment do not strictly qualify as social media according to the definition given by Dabbagh and Kitsantas (2012), due to the lack of networked capabilities with the larger Internet and/or other social media platforms. For the purposes of this study, Web 2.0 refers to the entire range of read and write web, both restricted and non-restricted environments, while social media refers to the informal, public networking tools that are components of Web 2.0.

This study investigated the unique use of social media related to learning diverse subject content by focusing on the field of apparel design, a hybrid that encompasses areas related to the visual arts, craft, marketing, management, design, and engineering. For example, apparel design education requires attention to the visual arts from the standpoints of both personal information gathering and collaboration with others. Apparel design students spend a great deal of time looking for inspiration and evaluating the work of other designers (Brannon, 2011). Social bookmarking sites, such as Pinterest, support this endeavor by enabling users to browse, save, and organize content using images and visuals that are arranged according to the user's preferences (Lapolla, 2014).

The Internet has contributed to a resurgence in fashion design related manual skills such as sewing and needle arts. Blogs are exploding with tutorials, do-it-yourself instructions, and ideas related to making clothing and home décor (Bain, 2016). Increased accessibility to a community of knowledge may lead to students entering formal apparel design classes with more informal information and experience than in the past and provide students with more resources as they advance in their education. While much of the information found online may be valuable, the credibility of the information requires scrutiny to determine whether techniques and processes learned in informal settings align with professional and industry standard training that is received in the classroom (Lankes, 2008).

Statement of Problem

Despite the growing use of Web 2.0, there is limited research about how social media is being used in higher education. While Web 2.0 includes social media that students use in abundance outside the classroom, many of the studies conducted focus on Web 2.0 applications that are specifically designed to enhance formal educational settings (Brady, Holcomb, & Smith, 2010; Chou & Chou, 2011; Lin & Chen, 2013). In addition, much of the existing literature is not subject-specific, focusing instead on overall learning environments (Eshach, 2007; Hall, 2009) and general digital pedagogies (Dabbagh & Kitsantas, 2012).

This study addressed a gap in the literature in three key ways. It examines if and how students are choosing to use social media to create informal learning networks outside of their courses without educators initiating the process. This study also explored attitudes and behaviors of apparel design educators and their perceptions of social media in formal learning environments. And finally, this study contributes to a gap in the literature by focusing on the relationship between social media and apparel design education as a specific area of inquiry.

Purpose of the Study

Building an understanding of the gap between the formal and informal teaching and learning of apparel design, this study explores how social media were being used as teaching and learning strategies in courses required of apparel design students at a South-Central university. The aims of this study were, first, to identify if and how social media is already being used by students and educators, and second, what factors influence students and educators to use or avoid social media within or outside of apparel design coursework. To accomplish these aims, a survey of apparel design students and educators was conducted to identify those who were adopting social media in their teaching and learning. Individual interviews with a select number of participants were then conducted. Social constructivism (Vygotsky, 1978) and connectivism (Siemens, 2005) learning theories guided the interview protocol to explore the students' and educators' incorporation of social media into formal and informal learning environments. The semi-structured interviews were conducted to uncover themes about how social media is being used including perceived benefits and barriers.

Areas of Inquiry

The intersection of the formal learning environment and the informal learning environment is the individual's PLE (Figure 1). This study uses the theories of social constructivism and connectivism to examine this phenomenon. Considering the potential for social media to influence the connections of formal and informal learning in the context of the PLE, this exploratory study examined the following areas of inquiry:

RQ1. How are apparel design students using social media to incorporate informal learning into formal learning environments?

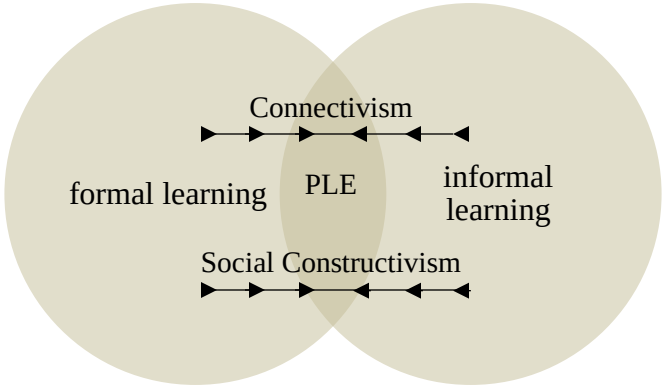

Figure 1. Personal learning environments

RQ2. What benefits and barriers do apparel design students perceive in using social media to create informal learning networks to supplement their formal learning in apparel design courses?

RQ3. How are educators in the apparel design curriculum using social media to incorporate informal learning within the courses they teach?

RQ4. What benefits and barriers do educators in apparel design perceive in using social media to support informal learning networks within formal learning in the apparel design coursework?

The interview process built on these areas of inquiry with open ended questions and discussion prompts.

Significance of Study

Given the diverse nature of apparel design education, the findings of this study help to provide educators of apparel design an understanding of how students are already using social media to support their learning. Findings may enable educators to more successfully incorporate social media in a way that overcomes perceived barriers and encourages students to develop life-

long learning skills. Findings may also aid students that use social media to develop their own PLEs.

Limitations

This study seeks to explore broadly how students are using social media across their formal apparel design courses and their informal self-driven learning. The findings may not be generalizable to the general population due to the limited sample of students and educators; the intent of this study was to describe a unique time, place, and population and suggest areas for further research and improvement. Further research will be needed to understand if there are similar patterns of usage with other social media among apparel design students and educators at other universities.

CHAPTER II

LITERATURE REVIEW

This study investigated the influence of social media on formal and informal learning utilizing the perspectives of connectivism and social constructivism within the context of apparel design education. The key principles of both connectivism and social constructivism follows in an effort to illustrate the network of learning in which students are involved, the PLE. The following literature review explores how Web 2.0 has been integrated into higher education and some of the influences on its continued adoption. Further literature is presented to outline Web 2.0 and social media's current role in apparel design education and to reveal gaps the current research fills.

Theories of student learning

Researchers have been investigating how students learn since long before the invention of the Internet, thus creating well-established learning theories (Kop & Hill, 2008). As learning has evolved to incorporate digital tools, researchers have recognized a need to re-examine how the Internet is changing the way we learn (Dede, 2008). Formal and informal learning have taken new dimensions with the growing amount of information available on the Internet (Greenhow & Lewin, 2016; Hall, 2009). Greenhow and Lewin (2016) applied a combination of classic and modern learning theories in order to study formal and informal learning using social media. They found a combination of collaboration and interaction in social constructivism with the learning

network proposed by connectivism to be a useful construct for thorough observation of how social media is being used to bridge formal and informal learning.

Social Constructivism. Vygotsky's theory of social constructivism explains teaching and learning through social interaction (Powell & Kalina, 2009; Vygotsky, 1978). Vygotsky suggests that learners need to interact with both teachers and peers. It is by talking through and completing tasks together that students internalize what they learn (Powell & Kalina, 2009; Ravenscroft, 2011). Social constructivism suggests that learners should begin with tasks they can accomplish independently then move on to tasks that require scaffolding or assistance from a teacher or other expert, increasing what they can do independently in the future (Powell & Kalina, 2009). The collaborative nature of social media has the potential to create interaction with diverse audiences, aiding such internalization. Because traditional social constructivism was established prior to the digital age, the potential of social media to help educators and learners scaffold or assist learning requires further investigation (Siemens, 2005).

Connectivism. In response to rapid changes in learning brought about by the Internet, connectivism was introduced by Siemens (2005), suggesting that learning takes place as connections are created between information sources. He argues that these connections are more important than the information itself due to the rapidly changing environment and the diminishing half-life of knowledge. The theory of connectivism developed from the perspective of learning in the digital age, and is therefore poised to address the integration of social media into higher education. As a relatively new learning theory, there has been dialogue concerning the need to relate connectivism to other learning theories (Kop & Hill, 2008; Ravenscroft, 2011). Ravencroft (2011) suggests that both social constructivism and connectivism agree that learning takes place through collaboration and dialogue among learning communities, reflecting potential to develop PLEs in both formal educational settings and informal life experiences.

Formal and Informal Learning. Informal learning has been defined as learning that arises during the natural course of life (Eshach, 2007). Intrinsically motivated, informal learning is not assigned by a mentor or educator but results from an individual's personal pursuit of knowledge or skills and is not formally evaluated. Conversely, formal learning is characterized by structured environments where learning is directed by an educator and typically evaluated. The motivation in formal learning is often more extrinsic (Eshach, 2007).

Hall (2009) described four key areas for integrating formal and informal learning environments: goals, feedback, self-mastery, and formal structure. The first was the ability of students to personally determine the goal of what they are learning within the scope of the course. Some students suggested that in informal forums instructors may have access but students should take the lead in guiding the discussion. Hall's second key area was feedback and interaction to help the individual self-regulate. Students reported feeling more confident in receiving feedback from their peers and instructors once a sense of community had been established. Third, students needed the opportunity to develop self-mastery over new resources in order to reach expertise in the content area. Students were able to contribute personally to both the formal and informal learning environment through Web 2.0 resources, which allowed them to develop confidence in the skills they were learning. Hall's final key area referred to adding structure to the informal learning tools to manage uncertainty. Due to the highly changeable nature of social media, students reported the need to establish some structure that outlined whether students or educators should take the lead in directing Web 2.0 environments when they were used for educational purposes, thus overcoming the uncertainty of social media while helping learners build PLEs (Hall, 2009).

Hall (2009) found that educators successfully used goals, feedback, mastery, and structure to enable students to take more control of their learning through Web 2.0. When teaching approaches incorporate informal tools into formal environments, and incorporate formal

tools into informal environments, the bridge between informal and formal learning is most effective (Greenhow & Lewin, 2016).

Integrating Social Media into Higher Education

Activities such as collaboration with peers, giving prompt feedback, and a creating a sense of community can be facilitated by the use of guided social media (Gikas & Grant, 2013; Greenhow & Lewin, 2016; Hall, 2009; Hall & Hall, 2010; Hung & Yuen, 2010; Kivunja, 2012, 2015; Lapolla, 2014; Yu, Tian, Vogel, & Kwok, 2010). When assessing previous studies that implemented social media within different learning environments, Greenhow and Lewin (2016) found new perspectives on formal and informal learning. For example, some teachers were inclined to introduce restrictions that mirror those typical in formal education that restrain the potentially informal characteristics of social media, such as specific learning objectives or regulated group discussions. Similarly, Hemmi, Bayne, and Land (2009) found that both educators and students in response to uncertainty about the potentially unorthodox effects of social media, chose to impose conditions or restraints in assignments that formalized the ways students used social media, such as restricting who can edit and read a blog.

Personal Learning Environments. Research regarding PLEs has emerged with the increasing usage of Web 2.0 technologies. Martindale and Dawdy (2010) discuss the still loosely defined nature of PLEs, recognizing that they may encompass both a specific set of learning tools and a more general background of self-directed learning opportunities. The goal of a PLE is to enable collaboration and sharing of ideas and resources (Martindale & Dowdy, 2010). This goal of collaboration and sharing aligns well with how students are using social media outside of formal learning and provides a potential bridge to help students apply their formal education to their everyday lives (Dabbagh & Kitsantas, 2012). Due to the potential for students to utilize social media to create a PLE to support their formal education, this study looked at how students

are using different forms of social media to structure their PLE around the topic of apparel design.

Greenhow and Lewin (2016) used social media to aid students PLEs by introducing formal learning objectives through Facebook, finding that learners could utilize the tool to then enhance their personal learning outside the classroom and develop a network to learn together. Greenhow and Lewin's findings revealed a quite different union of learning environments, incorporating formal aspects into the informal setting in contrast to many other studies that tried to incorporate informal social media tools into formal learning environments (Ajjan & Hartshorne, 2008; Hall, 2009; Hansen, Nowlan, & Winter, 2012; Hemmi et al., 2009; McCarthy, 2010; Wang, Woo, Quek, Yang, & Liu, 2012).

Commonly, educators have opted for Web 2.0 applications that were specifically developed for educational purposes and have avoided the more universal or popular media that students use frequently outside of class, thus steering away from what educators view as potential hazards of social media (Brady et al., 2010; Greenhow & Lewin, 2016). Course management systems increase student involvement, however, they are often still highly structured and directed by the instructor and only available to the students during the time they are enrolled in the formal course (Chou & Chou, 2011). Web 2.0-based PLEs may help students to engage in self-directed learning beyond their formal courses. This study, therefore, does not address the use of course management systems in apparel design education but focuses on the more encompassing PLEs.

Web 2.0 adoption. The adoption and continued use of technology is influenced by the motivation of the educator as well as the complexity of the technology to be adopted. Educators are more willing to adopt and continue using technology in their classrooms and pedagogy if they are innovators or early adopters of technology (Aldunate & Nussbaum, 2013). Ajjan and Harthorne (2008) found this to be specifically true of Web 2.0 technologies, with educator's

intentions to adopt Web 2.0 technology strongly predicted by the educator's attitudes toward the technology and their perceived behavioral control. While the age of educators is sometimes suggested as a factor that may impact educator adoption, Moran, Seaman, Tinti-Kane (2011) found that the length of time educators had been teaching did not impact their awareness of social media.

Blair and Serafini (2014) suggest that today's students, as digital natives, look to social platforms when initially researching a topic. Recognizing that students often use resources outside of the classroom that are not provided by the educator, this study also looked at student use of social media for learning independent of educators' adoption, recommendation, or endorsement.

Social Media in Teaching and Learning in Higher Education. Dabbagh and Kitsantas (2012) suggest that in order for social media to move beyond an initial phase of usefulness, it may be necessary for educators to encourage students to interact and collaborate. Such interaction may include commenting on and sharing materials with their instructors and/or peers. Social media can also be used by students to reflect on the learning process.

Social media has been making its way into many facets of education. In an analysis of studies focused on using Facebook as a learning environment, Manca and Renierett (2013) concluded that most studies using Facebook as an education tool used it to replace a formal course management system and that students still had reservations about using Facebook as a learning environment. Furthermore, the private group function was used to limit the open nature of Facebook in order to protect and structure the environment. Al-Bahrani and Patel (2015) concluded that in the field of economics, Facebook, Instagram, and Twitter could be used to increase communication, improve the learning experience, promote collaboration, allow students to contribute relevant posts, and make learning enjoyable. In a dental radiology course that

utilized Twitter, 95 percent of students had not used Twitter before the course began. Students who began using Twitter to participate in the course cited the opportunity to view examples and questions-answers sessions as reasons for joining. Other students chose not to participate in the course Twitter feed because they could access similar content elsewhere and they did not want another online account. Pinterest, on the other hand, is being used increasingly by K-12 teachers to curate pedagogical resources (Grote-Garcia & Vasinda, 2014; Hooks, 2015). Grote-Garcia and Vasinda (2014) suggest that incorporating social media, such as Pinterest prepares new educators to use social media successfully in their teaching and learning.

Buckley, Pitt, Norton, and Owens (2010) found that students who favored a deep approach to learning, rather than a surface approach, were more favorable of blended learning environments and the use of technology in learning. Hung and Yuen (2010) suggest that social media contributed to a sense of community where students could use and apply what they were learning together. Students reported particularly liking the information-sharing aspect. Students also related that they were able to receive useful and prompt feedback from their peers. Similarly, Hall and Hall (2010) found that social media could support learner's self-efficacy and agency by allowing students to take ownership of tasks and settings, developing individual identity within the learning community, and providing feedback in real time.

In a case study with a cohort of doctoral students, Kivunja (2012) found that when using Google + Discussion Circles, the cohort initially had issues as they were setting up their accounts and learning how to use the new tools. Once they overcame those technical difficulties participants were able to take control of their learning and invite outside experts to join discussions and to provide insight and expertise. Interestingly, second year education students participation significantly increased on the Google+ Discussion Circles (Kivunja, 2015).

Mobile technologies such as cell phones, tablets, and laptops are an increasingly popular way to access social media. Gikas and Grant (2013) interviewed faculty at multiple universities that had incorporated mobile technologies to support learning in their course for at least two semesters. Students of these courses were then invited to participate and share their perspective. Advantages reported by faculty and students of using mobile devices to teach and learn included quick access to information, collaboration with others, variety of learning methods, and situational application of learning. Drawbacks identified by the participants included instructors in other courses discouraging mobile technologies, technical difficulties with devices, and distractions available on mobile devices. Yu, Tian, Vogal, Kwok (2010) found that general social media involvement outside of courses helped students present themselves, share information, foster psychological wellbeing, and gain skills. Social media involvement did not have a significant impact on their overall grade point average.

Despite the positive feedback that some students and faculty gave towards adopting social media in higher education, there are still opportunities to improve social media in formal environments. Gray, Thompson, Sheard, Clerehan, and Hamilton (2010) suggest that assessment of Web 2.0 must include clear connections to and evidence of specific learning outcomes, provide adequate instruction and feedback, and consider academic honesty. Their findings suggest that there is still inconsistency in how these themes are being included in assessment of students learning in Web 2.0.

Grey et al. (2010) further suggested that different Web 2.0 applications offer different benefits to learning. Some applications, such as blogs and wikis, offer authorship spaces. Social bookmarking applications are more useful as learning aids, and virtual worlds are useful as a learning community or environment.

Pedagogical Practices in Apparel Design Education

History of Apparel Design Education. Domestic advice publications began to emerge as early as 1830. These initial publications were often written in a story-like format to mimic the popular novels of the day but directly praised the positive domestic and housekeeping practices the author was trying to promote (Leavitt, 2002). Families were mostly responsible for passing skills from mother to daughter and sometimes between friend and neighbor.

In the late nineteenth century, formalized apparel design education began in the US; as academies for young ladies became available, families who could afford the expense sent daughters to study (Helvenston & Bubolz, 1999). The establishment of land grant colleges by the Morrill Land Grant Act in 1862 opened doors for women to participate in higher education and for home economics to grow (Helvenston & Bubolz, 1999). The Lake Placid Conferences held between 1899 and 1908, focused on organizing and legitimizing Home Economics as a discipline, prior to the creation of the American Home Economics Association (AHEA) in 1908. One of the first actions the Association took was to establish a refereed journal for the dissemination of information (Craig, 1946).

The study of clothing and textiles was established as a branch of home economics. One of the initial tasks of formalizing apparel design education was standardizing the curriculum and training teachers. Formal training for teachers in home economics began around 1895. By 1907, eight colleges offered courses for apparel educator (Craig, 1946).

The Smith-Lever Act of 1914 and the Smith-Hughs Act of 1917 furthered this mission by providing funding to support extension education, and vocational training in public schools. Prior to World War I 63% of women studying home economics were preparing to be home-makers, with approximately 33% preparing to teach home economics themselves. Dramatic increases in

home economics programs occurred after the passage of the Smith-Hughes Act (Helvenston & Bubolz, 1999).

By the end of World War II, home economics was an established part of middle and high school education. As the feminist movement accelerated in the 1970s, home economics was rejected as tying women to traditional gender roles (Stage, 1997). As low-cost readymade clothing became more abundant and societal values and needs changed, the motivation for home sewing decreased and home economics programs shifted from preparing home-makers to apparel design education in order to prepare students for employment in the apparel industry (Helvenston & Bubolz, 1999). Then in the 1980's the structure of the apparel industry changed to drastically reduce the number of clothing manufacturers selling wholesale, when retailers took on product development roles and increased off-shore production (Garner & Keiser, 2012). This caused a decrease in the number of design careers in the US apparel industry which, combined with the lack of interest in home sewing, resulted in reduced interest in formal apparel design education.

In 1994 the name home economics was changed to family and consumer sciences (FCS) (AAFCS, n.d.). By the late 1990s the number of people interested in apparel design had begun to increase again. Most home sewers reported different motivations than their counterparts in the early parts of the century. Unlike the women up to the mid-20th century, who primarily sewed clothing because of economic need, by the end of the 20th century home sewers reported motivation beyond the practical benefit, such as the desire to express originality and creativity, as well as pure enjoyment (Helvenston & Bubolz, 1999). Literature in clothing and textiles between 1993 and 2012 focused primarily on social and psychological aspects of clothing, while other topics such as design, product development and creative problem solving in clothing and textiles received less attention (Ha-Brookshire & Hawley, 2014). At the dawn of the 21st century, with increased visibility on social media and television shows such as *the Great British Sewing Bee* and *Project Runway*, there has been renewed interest in formal and informal apparel design

education for both professional development and personal gratification (Bain, 2016; Capriccioso, 2006). Apparel design education has, in many ways, come full circle. Beginning with in-home, informal learning from family members and friends, it moved steadily into formal education with the creation of home economics and later FCS. Apparel design education then focused on preparing professionals for the apparel industry. With changes in jobs in the apparel industry (Garner & Keiser, 2012), in recent years many individuals are learning about apparel design and production for personal reasons rather than professional development and have returned to informal learning sources, such as those found through social media.

Teaching Philosophies in Apparel Design Education. Historically, apparel design education focused on sewing, and was project based. Young women were given needle work or articles of clothing to construct as their skills developed (Helvenston & Bubolz, 1999). *A Sewing Course for Teachers* by Mary Schenk Woolman, originally copyrighted in 1893, was one of the first publications aimed specifically to guide teaching sewing. It included explanations of techniques including sketches and also outlined appropriate projects for different age groups and skill levels (Craig, 1946; Woolman, 1913).

Samplers were often used to teach specific sewing skills and continued to be used as a primary teaching method as sewing education became formalized. Some schools required students to produce sewing samples of different stitches or techniques that were stored in a book for students to reference. Sewing and needlework courses provided consistency by teaching specific techniques and designs (Helvenston & Bubolz, 1999).

By 1910, apparel design related education shifted toward the construction of garments and less on samplers, developing more creative thinking and problem solving. By the 1930s educators were encouraged to give more individual projects that helped students progress at their

own pace, posing a greater challenge to educators from a course design perspective (Helvenston & Bubolz, 1999).

Teaching philosophies and approaches in apparel design today continue to draw from early methods and adapt them for modern times as research on teaching and learning strategies increases (Meyer & Kadolph, 2005). With the changes that the Internet has brought to learning, there is a need to see how the Internet is influencing this continued evolution of methods for the teaching and learning of apparel design.

Social media and Apparel Design Education

Given social media's potential impact on higher education, it is important to inquire how social media specifically impacts apparel design education. Yet, little research addresses the relationship between social media and apparel design education specifically (Lapolla, 2014). The use of social media in fashion merchandising is one facet of apparel design that has been more thoroughly researched (De Vries, Gensler, & Leeflang, 2012; Reuben, 2008).

Ma and Pendergast (2010) did find that the FCS in general had not moved to adopt computer based methods of student collaboration, including the Internet and Web 2.0. The authors suggest that encouraging students to collaborate using computer technologies, such as Web 2.0 could develop life-long learning skills that go beyond the classroom. Future FCS education may incorporate mobile technology, an increasingly popular way to access Web 2.0. There is a need professors who actively model how it can be effectively integrated (Godfrey & Duke, 2014).

Applications of social media for knowledge sharing. Some applications of social media, such as blogs, allow individual users to generate and share knowledge. Blogs are "simply a Web-based journal in reverse chronological order. It allows the writer to post ideas and thoughts" (Dyrud, Worley, & Flatley, 2005, p. 77). Blogs that contain do-it-yourself tutorials are

an increasingly popular resource for individuals trying to develop skills outside of a formal setting (Heo & Lee, 2013). Blogs allow individuals to create knowledge, organize information, and search for new information (Heo & Lee, 2013).

Another popular source for information sharing is YouTube. 100 hours of video are uploaded to YouTube every minute ("Youtube User Statistics 2016," 2016). Tan (2013) found that while students were increasingly able to find content using YouTube, they lacked confidence in determining what content was educationally valuable; consequently students still relied on their instructors to evaluate the quality of informal resources.

Applications of social media for connecting. Other aspects of social media focus more on creating connections. Applications such as Facebook, Instagram, and Pinterest allow users to connect with other individuals, see, comment on, and follow the content that other users are posting.

For example, Pinterest allows users to store images containing links to other Internet sites; links can be organized by categories or "boards" determined by the user and the Pinterest system offers suggestions of links similar to items the user has already pinned. Users can then follow other users or just a specific board to connect with others and see new content. Users can then comment, upload images and tips, and share pins via email, Facebook, Twitter, Messenger or recopy the web link.

Since being launched in 2010, Pinterest has attracted 110 million users worldwide ("Pinterest Users Statistics 2016," 2016). Pinterest has been examined in a variety of fields as diverse as agricultural communication, anthropology, marketing, and advertising (Cronin, 2013; Gibson & Irlbeck, 2014; Pearce & Learmonth, 2013). In a study focused on the use of Pinterest in fashion design, Lapollo (2014) found a positive response from students who used Pinterest to get to know their target customer and to seek inspiration about the customer's preferences and

lifestyle. Instagram has 430 million active users, with 30 million images being uploaded daily ("Instagram Users Statistics 2016," 2016). Users can follow other accounts and like, comment on, and embed images. Looking at how Instagram influences fashion students' perception of their own creativity, Otayf (2017) found students felt Instagram helped them learn about the design process and connect with other designers. By further identifying themes in both student and educators' use of different social media, this study aimed to understand how social media is being used to enhance students' PLEs.

CHAPTER III

METHODS

Of the traditions in qualitative research design, phenomenology was chosen as the most appropriate research strategy to explore how social media is being used by students and educators in higher education. The phenomenological methodology focuses on describing the essence of human experience by considering participant's specific statements and describing their experiences (Creswell, Hanson, Plano Clark, & Morales, 2007). Through the descriptions of participants' experiences this study identified how social media were incorporated into the habits and behaviors of students and educators in apparel design at a South-Central university in the US. Given the sample size, this study does not assume that the discoveries are generalizable. This study contributes to the discourse regarding social media in relation to apparel design education, with the intent to spur further research that will build upon the discoveries. This chapter will describe two categories of study participants: student participants (SPs) and educator participants (EPs). The qualitative data collection and analysis methods used will be described.

Participants

Students in the Apparel Design and Production (ADP) program and faculty that taught courses required of ADP students were the subjects for this qualitative study. A screening survey initially identified apparel design SPs using social media within their personal learning

environment (PLE) and EPs who are using social media in courses required in the apparel design curriculum. Semi-structured individual interviews with a select subset of survey respondents provided data from which themes developed.

Approximately 52 students were enrolled in the program as ADP majors or minors. According to the university's ADP plan of study, 25 courses were required for graduation, with 17 more as options for controlled electives. The ADP plan of study includes courses from Design, Housing and Merchandising, as well as, Art, Marketing, Management, Economics, Entrepreneurship, and Theater. All instructors who taught one of these 42 courses during the 2016-2017 academic year were identified, giving a pool of 45 potential faculty. This diversity of courses provided interesting insight into how social media was used in different aspects of apparel design education.

From the descriptive survey data, nine students and six educators were identified as interview participants (See Table 1). During the second phase of the study semi-structured interviews investigated SPs and EPs experiences, common practices, perceived benefits and potential barriers when using social media to teach and learn about apparel design.

Table 1
Interview Participants

	Participant Interview Number	N	%
Students	2, 5, 8, 9, 10, 12, 13, 14, 15	9	60
Educators	1, 3, 4, 6, 7, 11	6	40

Data Collection

Data collection was completed in two phases. Phase one included a descriptive survey that screened participants for their use of social media. Phase two included semi-structured interviews.

Phase I: Descriptive and Screening Survey. SPs were invited to participate in the initial screening survey distributed through web-based Qualtrics™ software during four apparel design courses (Intermediate Apparel Assembly, Flat Pattern Design, Advanced Technology for Apparel, and Mass Production of Apparel and Related Products). These four courses were identified to reach each level of apparel design students (e.g. freshman, sophomore, junior, and senior). SPs who were not able to access the Qualtrics questionnaire on a mobile device were provided with a paper copy of the survey.

The survey, found in Appendix A, collected demographic information such as student classification and full-time or part-time status. Questions 5-8 screened information about SPs' use of social media: use of social media applications specific to apparel design, how often social media usage for class was self-directed or directed by the instructor. The final question asked SPs if they were willing to participate in a follow-up interview lasting no more than 60 minutes. Contact information was requested from SPs who were willing to participate. One question was accidentally omitted from the survey given to the intermediate apparel assembly class.

All faculty who taught a course required on the ADP plan of study during the 2016-2017 school year received a Qualtrics™ survey by email. The survey (found in Appendix B) collected information such as their faculty role, how long they had taught in their field, classes taught. Further questions determined if EPs used social media to support their teaching and if they encouraged students to use social media in any capacity in their course. The final question asked if the EPs were willing to participate in a follow-up interview lasting no more than 60 minutes, and for those willing, contact information was requested.

Phase II: Semi-Structured Interviews. A purposive sample was compiled based on responses to the Phase I survey. SPs were first identified as freshmen, sophomores, junior and seniors. Interviews were arranged with an approximately equal number of SPs in each category of

student classification, resulting in 3 Freshmen, 2 sophomores, 2 juniors, and 2 seniors (Flick, 2014). Those SPs and EPs who indicated they were willing to participate in a follow up interview were contacted by email using an interview scheduling app for a face-to-face interview with the researcher at a convenient time and location between April 3rd and 28th.

The semi-structured interviews included topics such as how SPs perceive their PLE, leading to questions about how they were using social media to bridge their formal and informal learning of apparel design. Building on the theories of social constructivism and connectivism, particular questions (initial interview questionnaire is found in Appendix C) asked participants to describe how and why they might use social media to consume information, organize information, and to collaborate with others to build a network. SPs were asked why and how they used social media to self-direct their learning and how it contributed to their self-mastery of skills (Hall, 2009). EPs were asked how they incorporated goals, feedback, self-mastery, and formal structure using social media, as well as what barriers they perceived in using social media to accomplish these tasks (Hall, 2009). Interview questions also probed to find if and how SPs and EPs were incorporating structures that assure the reliability of social media sources for learning (Greenhow & Lewin, 2016; Hall, 2009; Hemmi et al., 2009). After each interview, data were reviewed and emerging themes were identified then compared to themes from previous interviews. Questions for further interviews were refined for clarity and to investigate the themes as they appeared. After SPs mentioned improvements they would make to social media, a question was added to investigate this theme with all participants. Interviews were audio recorded, then transcribed by the researcher.

Data Analysis

Descriptive statistics drawn from the survey data were used to organize the sample and to provide a background of social media usage in apparel design teaching and learning. The semi-

structured interviews were analyzed for relevant themes. Themes suggested by the literature including collaboration, network building, life-long learning, self-mastery, and feedback provided initial codes (see table 2).

NVivo 11™ was used to organize themes and data from the interviews. After open coding, using the codes suggested by literature, and with the areas of inquiry in mind, the codebook of emergent themes was developed (See Tables 3 and 4), incorporating theory driven codes into the emergent codes where they were supported. The codes were re-examined by axial coding and grouped by overarching theme.

To achieve triangulation (Creswell et al., 2007), the codebook describing each code and the data supporting those codes were given to another graduate student with limited prior knowledge of the aims of the study. The data were reviewed to confirm a sound connection between themes and the data. An experienced researcher reviewed the raw interview data as well as coded data. Following discussion some themes that had been initially categorized as benefits or barriers were more correctly categorized as behaviors. Themes that suggested the motivations of students or educators for using or not using social media were then categorized as benefits or barriers and themes that described how students or educators were using social media were categorized as behaviors. The main themes were then organized according to the research questions, explaining how social media was being used, what benefits were perceived, and what barriers SPs and EPs experience. In addition, improvements that SPs and EPs recommended were organized.

CHAPTER IV

FINDINGS

Findings from the screening survey illustrate how SPs and EPs are using social media. Findings from the interviews then offer descriptions of SPs and EPs behaviors, benefits and barriers perceived and improvements to social media.

Survey Findings

Of thirty one SPs (see table 5), ninety percent were female (n=28) and ten percent were male (n=3). Eighty four percent were ADP majors (n=26), ten percent were ADP minors (n=3), and six percent were Family and Consumer Science Education majors (n=2). Thirty five percent were Freshman (n=11), twenty six percent were Sophomores (n=8), nineteen percent were Juniors (n=6), and sixteen percent were Seniors (n=5). Ninety seven percent were full-time students (n=30).

Eighteen EPs responded to the survey (see table 6), including educators from five departments: Design, Housing and Merchandising (n=6); Economics (n=3); Entrepreneurship (n=3); Management (n=4); and Marketing (n=2). EPs held a variety of ranks: five percent were Full Professor (n=1), seventeen percent were Associate Professor (n=3), twenty two percent were Assistant Professor (n=4), five percent were Adjunct Faculty (n=1), seventeen percent were Clinical Instructor (n=3), seventeen percent were Lecturer (n=3), seventeen percent reported other (n=3). EPs had been teaching in their field between two and thirty eight years. Sixty seven percent of respondents were male, and 33 percent were female.

Table 5
Survey Demographics: Students

Demographics		Frequency N	Frequency %
Gender			
	Male	3	10
	Female	28	90
Year in Program			
	Freshman	11	35
	Sophomore	8	26
	Junior	6	19
	Senior	5	16
	Other	1	3
Student Status			
	Part-time	30	97
	Full-time	1	3
Program Designation			
	Apparel design and production **major**	26	84
	Apparel design and production **minor**	3	10
	Family and consumer science education major	2	6

Table 6
Survey Demographics: Educators

Demographics		Frequency N	Frequency %
Gender			
	Male	12	67
	Female	6	33
Faculty Designation			
	Full Professor	1	6
	Associate Professor	3	17
	Assistant Professor	4	22
	Adjunct	1	6
	Clinical Instructor	3	17
	Lecturer	3	17
	Other	3	17
Number of Years Teaching			
	1-5 years	6	33
	6-10 years	8	44

	11-15 years	2	11
	16-20 years	1	6
	More than 20 years	1	6
Department			
	Design, Housing and Merchandising	6	33
	Economics	3	17
	Entrepreneurship	3	17
	Management	4	22
	Marketing	2	11

Results from the survey showed that eighty percent of SPs (n=25) reported using social media to learn about apparel design before starting their formal university education. SPs used a variety of social media including blogs, Facebook, Instagram, LinkedIn, Pinterest, Tumblr, Twitter, YouTube, and others such as GroupMe. The most common was Pinterest with Instagram next (See figure 2). Of the SPs who responded about their frequency of self-directed or instructor directed social media usage, participants reported using social media in their learning more frequently in self-directed ways and less frequently in instructor directed ways (See figure 4).

Survey results showed that sixty one percent of EPs (n=11) reported using social media in their teaching. The EPs surveyed also used blogs, Facebook, LinkedIn, Pinterest, Twitter, YouTube, and Others but YouTube was most popular, blogs were second, Pinterest was very low, and Instagram was not used at all (See figure 3). EPs used social media during lectures, on assignments, and on group projects within their courses (See figure 5).

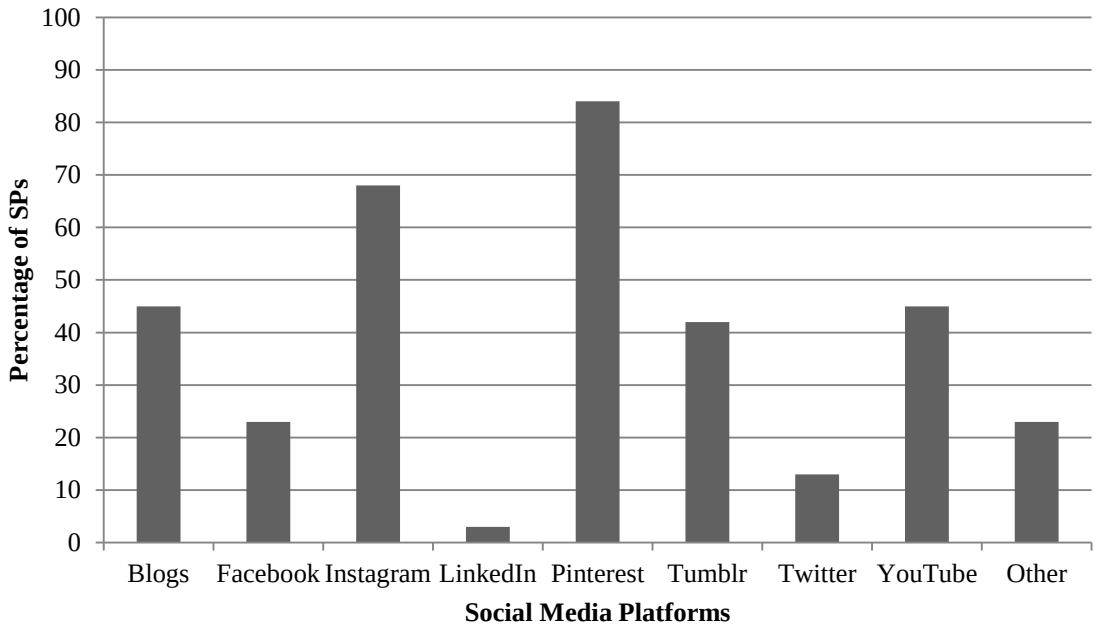

Figure 2. Social media used by student participants

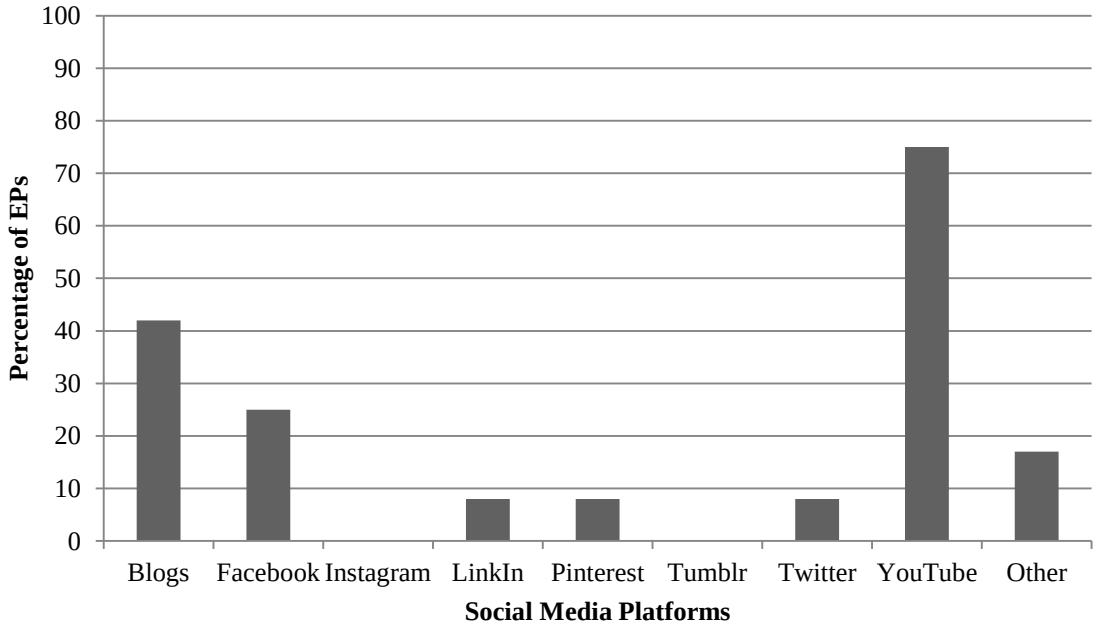

Figure 3. Social media used by educator participants

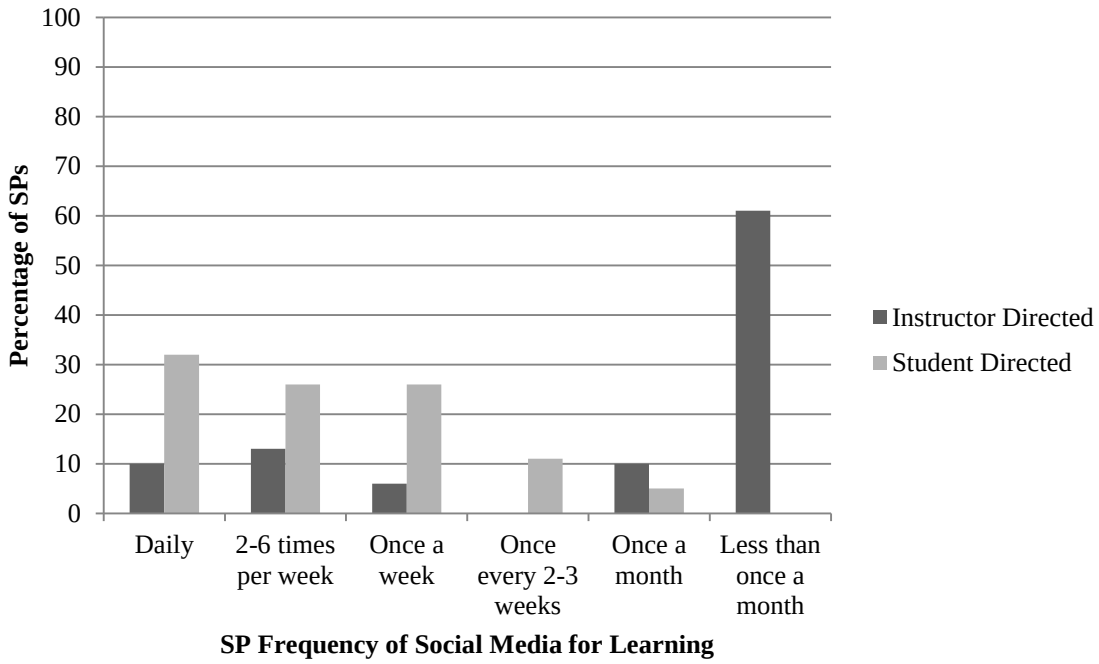

Figure 4. Frequency of student participant social media use for learning

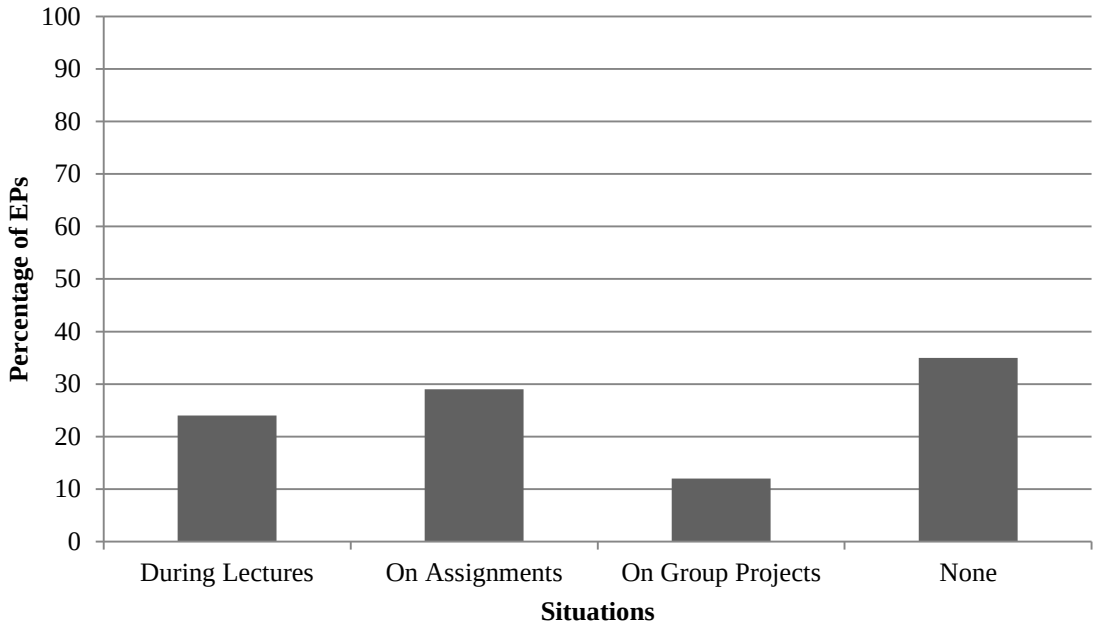

Figure 5. Situations educators used social media

Interview Findings

Patterns of behavior and social media usage in education were unique to individuals with some common themes that developed. While SPs and EPs had different perspectives on the use of social media as a teaching and learning strategy, there were some commonalities that emerged between the two groups. Responses from both SPs and EPs illustrated their social media behaviors and benefits generated by the use of social media. Participants also mentioned barriers that needed to be overcome in order to successfully implement social media in education.

Table 2
Literature Driven Themes

Theme	% of Participants	Definition
Collaboration	67 (n=10)	How are students working with and bouncing ideas off of their peers.
Network building	40 (n=6)	How students are building their professional and educational network.
Life-long learning	53 (n=8)	How students are choosing to learn outside of the classroom, after the formal learning is no longer required.
Self-mastery	47 (n=7)	How social media is contributing to student's mastery of the subject
Feedback	73 (n=11)	How do students give and receive feedback on their contributions toward social media.
Total	n=15	

Students. SPs behaviors were first identified to give an idea of how social media was already being used. Benefits and barriers were also identified. SPs were eager to suggest improvements for the use of social media as a learning strategy.

***Behaviors*.** SPs reported using social media within their PLE in a number of different ways. Social media was commonly used for reviewing concepts covered in class and for seeking

Table 3
Emergent Themes: Students

Theme	% of Participants	Definition
Behavior		
Review of Technical Skills	78 (n=7)	Use of social media outside of class to review technical skills that were learned in past or present courses
Inspiration	100 (n=9)	Use of social media to gather ideas and inspiration during the design process and to see what other designers were creating.
Social Media Preferences	100 (n=9)	Which social media applications students were using to learn about apparel design
Benefit		
Convenience	89 (n=8)	Use of social media to learn any time and any place
Visual Learning	44 (n=4)	Use of social media to access visual resources to aid student learning
Industry Connection	56 (n=5)	Use of social media to see and connect with current news, trends and designers in the apparel industry
Barrier		
Distraction	44 (n=4)	The availability of distractions on social media, anything that sidetracks students from using social media for learning
Lack of Valuable Content	67 (n=6)	Difficulty finding information that answered students questions or learning needs that was academically adequate
Uncertainty about Social Media	44 (n=4)	Difficulty knowing how to find or use learning resources on social media
Time	33 (n=3)	The amount of time it takes to complete learning tasks using social media
Improvement		
Videos	56 (n=5)	Desire for videos to support learning outside of the classroom
Support	44 (n=4)	Desire for accessible support and feedback through social media outside of class
Organization and Searching	44 (n=4)	Desire for learning resources that are simply organized and easily found
Student Forums	33 (n=3)	Desire for a social media space that is focused on the learning needs and work of students.
Total	n=9	

inspiration. Different social media applications were used to accomplish different learning tasks, but SPs reported using certain social media for similar purposes.

Review technical skills. SPs often referred to social media to refresh their memories of principles they had learned in classes. This was particularly true if many techniques were covered in the same class period or if it had been a while since the SP had used a particular technique. When finding sources online to review techniques, SPs reported comparing the content they had found to what they had learned in class to determine the academic quality of the source. One SP reported:

> [Videos] helped a lot because [the instructor] does 3-4 construction talks or lectures and then you forget what the first one was and you don't remember how to do it. Seeing that video also helps you when you are writing your construction steps (Participant 10).

Similarly another SP said:

> We had to do all of our [sewing] samples, and there are just so many of them and [the instructor] shows us in class but sometimes you get overwhelmed and you come home and don't remember at all what she did (Participant 12).

One SP suggested that content online helped to remember techniques that had not been practiced because the technique had been learned earlier in her education:

> Recently I did this jacket and, it [had] been a year and a half almost two years since I did a lining in a jacket so I just had to go back and glance through [the video] (Participant 8).

Describing how he determined what sources to use from social media when learning for class, one SP reported comparing content on social media to the directions the instructor had given in class:

> Comparing [the social media] to the instructions we have from the instructor, or going to the instructor directly and asking them if you can use that method… but other than that I would just say that I check [the instructors] initial direction on how to complete the project or assignment and get the end goal that they want… so just comparing what whoever else says to what the professor says is the normal route I take in verifying what I need (Participant 5).

Some SPs reported that they had created a Facebook group for their class to post and share videos they had taken of in-class demonstrations so they and their classmates could review the videos later as needed:

> When I was in intermediate and beginning [sewing]…we created a Facebook page and we would [record] videos [of our instructor] and post [them] on there and that was great 'cause we could watch and re-watch and pause and do all of those things (Participant 12).

Inspiration. SPs reported varied ways they used social media for inspiration. One SP said, "I've used Pinterest for just inspiration for outfit ideas to design something. I'll just see what's trending" (Participant 2). Several SPs remarked that seeing how other individuals would pair styles or design features broadened their thinking to help them combine design elements differently:

> I will go on social media to see how other people feel about certain things or about how they were inspired by a piece like an article of clothing, I can see how they were inspired and that can help me shape how I see the piece, because I am not very good with words so seeing how other people describe things helps me a lot (Participant 13).

Another SP reported:

> I saw this pair of light wash denim jeans and they were flared at the bottom, so kind of seventies vibe, but then from the hemline up to the knee was a huge slit, it was just like cut open and I hadn't seen that before and I thought that was really cool. I get inspiration from that kind of thing. I'll incorporate something like that into my designs, instead of doing it up the front of the pant leg, I might do it on the side of a top or down the back of a top. Even though you know fashion is always repeated, I don't know, just different. It helps inspire me to create (Participant 14).

While using social media for inspiration, SPs incorporated trends that they found with their personal styles and preferences:

> I have kind of a certain style. So clean silhouettes, bold colors, so like black red and white, and that sort of thing, so I kind of start there at what I like, then I take into account what other people wear, then I kind of morph the best of both worlds (Participant 8).

SPs also mentioned that in addition to finding content they purposefully sought, social media would suggest images or ideas that they hadn't specifically searched for:

> I usually just go to the search engine… and then I just… put in a key word, if I am going to look for Greek clothing, then I'll put in 'Greek clothing' and Pinterest is really great in that subcategories then dropdown right underneath where you can click on things that you haven't thought of, so fabrics would be one, so I would click that and then it would just show me all of that stuff (Participant 13).

Another SP said:

> Sometimes when you go to the [Pinterest] homepage it will pop up things that you might like to save, so a lot of the time it will show me clothing that I just like, so I will save that

as well but usually I will just search exactly for what I am thinking and I will save the ideas and designs that I like (Participant 9).

Social media preferences. While SPs used social media to support their learning in classes, there was not one social media application that was preferred by all SPs. On an individual level, SP responses indicated preferences for a specific social medium for different purposes. The most common applications were Pinterest, YouTube, Instagram, Snapchat, and LinkedIn.

Pinterest was mainly used by SPs to search for inspiration and to find tutorials to review or expand upon what was learned in class. One student said, "Almost as soon as I get the assignment I start looking in Pinterest for just anything that relates to the assignment" (Participant 10). YouTube was SPs main choice for more hands-on learning or refreshing their knowledge about things learned in class or to learn about things there was not time to cover in class. One SP explained, "I use YouTube a lot, especially when I was in apparel assembly, well even now too, just to have a different voice explaining how to do cuffs or collars or whatever" (Participant 12).

Instagram was mainly used by SPs to stay on top of current trends and keep up with what was going on in the fashion industry, "I want to be up-to-date on current trends and what's going on and the fashion shows" (Participant 14). Snapchat was used in very similar ways to Instagram:

> I can't be there but a lot of the people are putting videos of the runway shows so I get to watch that, they are not super great quality or anything, it's just interesting to get to see what they are doing (Participant 15).

LinkedIn was used by SPs to make professional contacts, particularly while looking for internships or post-graduation jobs.

> In terms of LinkedIn, I definitely feel like it was a lot easier to approach those people, because sending blind emails, those people get so many emails a day… I applied to at

> least 40 internships… I probably received like 2 responses, with LinkedIn… I immediately got an internship because of my friend… who graduated from [my program] last year… it definitely creates a common ground for people to come together (Participant 15).

Benefits. As can be seen in SPs social media preferences, there are a few major reasons SPs used social media for their education. Themes that emerged among SPs responses were: convenience, visual learning and industry connection.

Convenience. A theme that appeared in SP responses was convenience. SPs mentioned using social media to refresh content knowledge or answer questions, particularly when their instructors were not directly available. One SP said, "I just need somebody who knows how to do everything and [have] them just teach me but obviously we can't call our teachers at midnight" (Participant 14). Another SP further explained:

> I think it just overall makes things a lot easier. If you can't figure something out, it is online somewhere. Like if you can't go find your professor and you need help with a question or an answer; I am learning about excel right now in advanced tech and I really struggle with it and [my instructor] is super helpful but sometimes, when I am at home I use social media to figure out a lot of those things. I would be really sad not to have that access (Participant 9).

Other SPs mentioned aspects of convenience including the mobility of social technology and being able to access it at any time or in any place. SPs mentioned the easiness of searching for the content that they needed "I have a very tight schedule… so I have to have it very quickly and I have to have it very accessible, that's why on my phone is great" (Participant 8).

One SP suggested that students are more comfortable searching for information themselves rather than contacting or meeting with their educators.

> I would say [social media] is a better option for millennials and generation z just because a lot of people aren't comfortable with or are reluctant to email their professors or go meet with their professors. They'd rather just go online and figure it out themselves rather than go to those people. It can be a pride thing, but I think it is more of a generational thing (Participant 5).

Visual learning. Some SPs praised the visual learning benefits of social media, especially videos. SPs mentioned being confused by written instructions and textbook explanations. They preferred being able to watch someone complete the task. One SP said, "looking at a textbook doesn't super help very well because the pictures aren't great. Just to see it in real time would be great" (Participant 15). Another SP felt that the visual was easier to understand:

> Like things that didn't help were maybe book descriptions [that] were a little hard to understand because you can't actually see it, sometimes they have diagrams [that help] and if they don't, looking it up online is easier to understand (Participant 2).

In addition to increased understanding, some SPs felt like they retained the information better when they learned it visually as opposed to written instructions, "I am a very visual person, and a lot of times you could hand me a packet and it won't make a lick of sense to me but if I can see it in action I can remember it immediately" (Participant 8).

Some SPs reported wanting to review topics or see them multiple times until they felt comfortable completing the task themselves. Some SPs appreciated being able to pause the video and work alongside the individual:

> Seeing someone doing it and then being able to do it at the same time is also nice, so you can pause the video and work [on] it and if you don't get it right you can do it again and when you do finally get it right you can play again and have them continue on. It's not like with a person in real life [when] you have to take notes, you don't have time to do it

> yourself, you have to watch. Being able to replicate it at the same time is incredibly helpful (Participant 8).

One SP reported that she felt limited in how much time she could ask an instructor to dedicate to a single demonstration in class, therefore the repeatable nature of videos was beneficial to her.

> I can watch and re-watch [videos] whereas in class it's to a point where you don't want to ask over and over if you don't get something, you know 'can you show that again, can you show that again, can you show that,' so you can pause [a video] and rewind (Participant 12).

Industry connection. Social media has increased the visibility of the fashion industry from any location. SPs are taking advantage of that increased insight to prepare themselves for future careers and to stay informed about current trends even though they are not in the location where the events are happening.

> I follow a ton of different designers and like just trend accounts… I want to be up-to-date on current trends and what's going on and the fashion shows and Instagram has this feature now that's called Instagram live so you can kind of be with them there. Some people Instagram live their shows and I really use it to stay on trend… what I'm seeing repeated on the west coast and the east coast you know, it is kind of cool cause you can be everywhere… I use that a lot for trend forecasting (Participant 14).

Another SP explained how she used social media to confirm that her perception of fashion was on trend:

> I guess I am just kind of seeing the trends… there were certain trends that I love and I gravitated to. It was kind of [interesting] to see how a few of [the trends I love] were

> incorporated into brands, I mean at the very haute couture level. [My interpretation] is very different but there are still similar aspects (Participant 15).

Particularly, SPs who were further along in the program, reported using social media to network with professionals while trying to find internships, looking for jobs and establishing professional connections. One SP reported:

> LinkedIn has been so great, that has been how, not necessarily how I got my internship but definitely contributed to that big time because I was able to look up people who were alumni of [my university] and connect to them and I connected to my soon to be boss on LinkedIn from last summer. Soon after I met everyone in the office at [xyz], which is where I interned. I connected to all of them, so that is kind of the biggest networking sort of thing that I guess I did with social media (Participant 15).

Another SP said:

> I mean after the [fashion] show and leading up to the show, I gained like 45 Instagram followers from people that I didn't know, so word of mouth travels pretty fast. People will search your name and be like, 'I want to follow them because I like what she is doing' or 'I like what I am seeing so I am going to follow her' (Participant 14).

***Barriers*.** Despite the perception that students use social media extensively some students still faced challenges as they used it for learning. Barriers that SPs reported encountering while using social media for education included: distraction, lack of valuable content, uncertainty in how to use social media, and time.

Distraction. SPs reported the distractions on social media sometimes make it difficult to be productive. Because most social media platforms are designed for personal use rather than educational purposes, even while using social media for classes SPs confirmed that it was easy to get distracted by personal posts and other content. "I've even thought about deleting my

Instagram account because you know you can get sucked in to that whole world sometimes" (Participant 14). Another SP said:

> There are downsides; you can get sidetracked very easily, you can forget [what you are doing] very easily on social media, and obviously there are people out there who post random stuff [so] that you can easily get sidetracked… it can happen to anybody. If you are looking for something specific and you are scrolling through, even if you search something…absolutely anything can pop up. If you are scrolling through and you see somebody you know and you haven't seen them in a long time you just click on their profile and see what they are up to…Getting side-tracked is a big deal in life, I have a hard time getting assignments in on time sometimes and it is because of that (Participant 5).

Lack of valuable content. Some SPs reported not being able to find content on social media that was focused on helping them learn. One SP reported, "It's harder to find accounts that are willing to teach you rather than just be like 'look what we did'… but as far as learning it is hard to find that on social media, (Participant 14).

SPs were also conscious of needing to find content that was consistent with what they were learning in class. SPs reported methods for screening the social media such as, "I usually see if it's similar to what we are learning in class, then I'll go off of that" (Participant 2), or "I look at the guidelines that the teachers give me usually, that narrows it down a bit" (Participant 13). Some SPs verified the information they found online with the instructor of the course, "sometimes I'll ask the teacher and she'll say 'yeah that is right' or 'no that is completely wrong'" (Participant 10). SPs expressed frustration when content they found was not consistent with the standards they expected and wished for content from reputable sources:

> I think it would be super interesting if there was some way to upload videos of little tutorials… from actual people who know what they are talking about. Because if you go on YouTube and look for sewing tutorials, those people don't know what they are talking about and they are sewing on these crappy home machines which are made of terrible plastic or something, so [I would] like[to see] people who actually, like professors, students, or graduates, who know what they are talking about (Participant 15).

Some SPs noted that the availability of useful content changed over the course of their education. Information about basic skills and techniques was easier to find than advanced techniques needed as students progressed through their education.

> I was trying to just get ahead of the game and really just watch some videos [before the] day when she was going to explain it. I just could not find anything, so that was frustrating. I would have loved to have been ready. Plus, I am so excited. I just really want to know... I would say 70 percent of the time [I find what I'm looking for]. [But] the higher I get in my schooling it seems the less I can find (Participant 12).

Uncertainty about social media. Despite the perception that digital natives are comfortable with technology, SPs expressed uncertainty about how to use different technologies effectively for educational purposes, and thought their peers did a better job. Some SPs also had concerns about how to keep their personal and educational use of social media separate and professional.

One SP who was new to different applications was hesitant to embrace social media despite perceived benefits:

> Well I'm not the most tech savvy person so I just go to what I know and am familiar with and continue… I need people to visually show me sometimes. I'm not the best at investigating something on my own…so would probably just need someone to walk me

> through it, and to be like, 'so okay if that is what you are looking for you can go to this section and lets pull up this,' rather than just me exploring it on my own (Participant 9).

Several SPs expressed that their friends or peers used social media more than they did themselves, "my friends do it a lot more than I do… It's not as big a tool for me, but I know a lot of people use it for professional purposes. Me not so much" (Participant 5). Another SP said:

> My friends make fun of me because I am the least social media person, like I don't have a Twitter, I don't have an Instagram. I know a lot of my friends who do have Instagram, do a lot on Instagram and follow designers, follow artists, follow things that inspire them so if anything [Instagram] would be the one social media that is really cool and helpful, but I'm just not again very tech savvy or social media savvy but I know that [Instagram] is a big one for a lot of my friends and they will show me stuff and I'll be like, 'ahh, I need an Instagram' and then I'll refrain (Participant 9).

A few SPs expressed apprehension about mixing personal and professional lives. SPs expressed that social media was part of their personal life and did not want that distracting from the more professional roles they took on in their education. SPs also did not want to cross boundaries into their instructors' personal lives. One SP said:

> You don't want to mix those two worlds, you kind of, at school you are somewhat professional and then I feel like on social media, at least for me on my Snapchat and other things like that, I mean other than LinkedIn, that's different, but other sort of social media outlets I feel like, like Twitter or what have you, I feel like it is very personal so I feel like you don't want to kind of mix those… I just feel like they are different environments and you don't want to follow [your instructor] on Twitter or whatever, or at least I don't want to personally (Participant 15).

> I think with the exception of a few forums online, the majority of large social media networks are personal, not professional, and if there was a form that was just professional or just based for students to use to find out information that would help a lot (Participant 5).

Time. SPs also reference time as an influencing factor in using social media. Some participants reported that when they were busy they used social media less in their education. One SP reported

> I'm just so busy honestly that I don't have time to keep up all of those different profiles and things… I use [LinkedIn], not so much at the moment because I am in the middle of my hurricane of the semester right now" (Participant 15).

Another SP reported that social media has to fit into her schedule between other important tasks:

> I have a very tight schedule and I have certain things that have to happen at certain times so I have very slim area of free time so social media goes in those areas, because I don't have any other time for it" (Participant 8).

***Improvements*.** Results suggest some improvements to social media that would help it to be more beneficial to SPs from an educational standpoint. SPs proposed improvements such as videos, support, organization and searching.

Videos. The main thing that SPs wanted to see in an application designed to support learning in apparel design was video tutorials:

> I think little videos, especially in basic [sewing]. I had the hardest time, I've never sewn in my life and we would always video [my instructor in class on our phones], so I think little video tutorials would be very helpful (Participant 10).

Another SP said:

> I think it would be cool if there was a tab or something where you had, not different classes but different subjects, and it was like draping or pattern making or CAD … hand sewing or something like that, for us to be able to click on that and there be a bunch of videos (Participant 14).

SPs wanted the benefits they found from using YouTube and other Internet videos balanced with credibility of the information they receive in class. One SP said:

> I am a teacher's assistant for the basic apparel assembly classes and I am also a lab monitor so I constantly get flooded with questions like, 'how do I do this'… but I think it would be kind of cool if, because a lot of [the people that come to me for help] are visual learners, … if there was some way to upload videos of little tutorials from actual people who know what they are talking about… just to see it in real time would be great. There have been so many times that I have looked at [social media] and not found anything or people are doing it wrong or saying the wrong thing and it's just annoying because they don't know what they are talking about. So just to kind of have some youtube-esque kind of thing for students that you could join or something and you can contribute legitimate helpful information that is true and accurate (Participant 15).

Support. SPs wanted to be able to access information at any time. They suggested that it would be beneficial to have interactive support staff who could answer questions or clarification outside of class-time or normal business hours, when traditional educators would not be available.

> …something for us to be able to click and there be… a 'direct message me for questions and I'll upload about how to do it or call me and I'll walk you through it,' that would be helpful because there have been times that I don't know how to do a blind stitch and I'm

like, ‘I don’t know how to do it’ and the videos online aren’t helping me. I just need somebody who knows how to do everything and then just teach me, but obviously we can’t call our teachers at midnight. If the person that was running the account was up and like ‘Hey call me and I’ll help you do it,’ that would be really cool, really just to have that direct feedback (Participant 14).

Organization and searching. SPs expressed the need to have things organized in a way that was easy to find and did not take long to search or browse for.

> …if you went to the main page and it just had like three tabs in easy view on the top, very minimal on the wording, cause I don’t want to have to do work to find what I am looking for, so if it is just simple wording like ‘Videos, this, this, this’ and then just underneath it was like a bullet point and you could get more information by clicking on that, just I’m not a fan of reading (Participant 13).

SPs expressed that it would be beneficial to be able to connect content or links according to their courses and the concepts they would be learning in class:

> I would love to be able to look at my syllabus kind of, ‘oh we are going to be learning about jackets,’ or ‘this week are doing contouring’ and then just kind of [search] some of those key words, contouring, rotating darts, sewing a basic collar kind of just some of the things that are in the syllabus to just coordinate with my academic requirements (Participant 12).

Student forum. SPs expressed their interest in a social media forum that would allow students to share their work and receive feedback. One SP suggested:

> …Or even just to collaborate with other people on there … like if there was a page that you had that another tab that was like ‘upload your projects’, and show people what you

> are doing and then they were like 'oh that flare on that top is really cool, how did you get it to stand up like that?' or something, I think that would be cool (Participant 14).

Some SPs were already contributing using current social media tools in limited ways, one SP said "I actually have a blog, but nobody sees it, it's just for my own organization really (Participant 8). Another SP said, "on Pinterest I also have a "my creations" so I have some pictures that I have done and also on Instagram if I really like something I will take a picture of it and post it." (Participant 10). Another SP described how she used social media to share her journey of learning in apparel design and the feedback she receives:

> I have an Instagram account that is just my courses here, mostly just me showing what I am doing. My hope is that it will inspire my friends and people to do something completely out of the box. I mean I am 44… so I just want them to see that you can do something different and maybe pick up a needle and thread or be creative in some way… Just people saying 'I love it', and well a lot of feedback. When, at the fashion show I got the award for most outstanding design… so everyone was just like yeah, you keep going, just keep going. 'Cause they know there are times that I think, 'oh I just cannot do this, it's just too much, just too much to juggle' so I just like encouragement (Participant 12).

Overall SPs were eager to consume information from social media if they could locate useful content. Several expressed how they contributed to social media outlets, and how they would like the opportunity to give and receive feedback on their work for personal encouragement.

Educators. EPs had unique views from SPs on the use of social media in education. EPs agreed that social media is becoming a part of everyday life for most people and is being used more in formal learning. Several EPs were less certain about the educators' role in facilitating social media for education. Some EPs reported the benefits they were already experiencing by

using social media, and expressed the desire to use more but were held back by limitations. Others were doubtful as to benefits they could expect to gain through a more integrated approach. Some were hesitant to use social media altogether and did not feel like it was the educators' role to adopt social media in the classroom.

Table 4
Emergent Themes: Educators

Theme	% of Participants	Definition
Behaviors		
Resources for examples	67 (n=4)	Use of social media to find and share example of principle learned in class and their applications
Student Directed	67 (n=4)	Allowing students to direct the way that social media is used in learning without educator involvement
Benefits		
Diversity of Uses	67 (n=4)	Use of different social media applications to fulfill different learning aims
Real world applications	67 (n=4)	Use of social media to discuss and apply principles to real world situations and examples
Student Contributions	67 (n=4)	Use of social media to engage students in authorship and contributing to the knowledge online.
Barriers		
Time	50 (n=3)	Difficulty in finding time to learn new applications of social media and develop useful teaching strategies using social media resources
Professionalism	50 (n=3)	Difficulty and uncertainty maintaining appropriate professional boundaries with students on social media
Evaluation	83 (n=5)	Difficulty or uncertainty in evaluating or grading students work through social media
Class Type	83 (n=5)	Uncertainty about the potential effectiveness of social media with particular class types and settings
Improvements		
Training	67 (n=4)	Desire for training and instruction on best practices or institutional policies regarding how to use social media in teaching.
Linking Familiar Platforms with Educational Resources	50 (n=3)	Desire to connect popular social media platforms that students are familiar with more structured educational resources and tools
Total	n=6	

Behaviors. The EPs used social media in a variety of ways, such as showing examples and using videos to illustrate principles that cannot be done live in class. Others chose not to actively use social media but allowed their students to take the initiative to use it however they wanted.

Resources for examples. One EP reported using examples from social media as case studies to demonstrate and cultivate class discussions about pertinent topics:

> The best thing I can do is have them pull up things… so we will bring up examples in class and talk about them, some of the techniques or talk about whatever the theories are for the day. I talk about how some of the news is going out currently, what is happening with certain companies with x, y, or z (Participant 11).

Another EP used videos to illustrate principles that could not have been conveyed as effectively by lecturing:

> [The video is] made for the purpose of sharing knowledge with the international community so I describe a topic and I'm not going to explain [the topic]. I'm just going to show [the class] a video because they do such a better job illustrating those machines, illustrating the process in a very nice technical way, even better than I could (Participant 6).

Student directed. Other EPs chose not to initiate the use of social media in their courses. Some EPs expressed that their students were more comfortable with social media platforms than they were themselves, so they allowed their students the freedom to use social media without trying to get involved, "I don't discourage, I don't really encourage. I just see it as, it's there and they're going to use it" (Participant 3). Another EP reflected about her students choosing to use social media on their own to collaborate in her class, "I am completely indifferent [about social

media], I'm not against it. I'm not for it. I don't feel like promoting it or stunting it. Just let them be" (Participant 1).

Benefits. Among the benefits EPs reported were the diversity of tools available through social media, the applications that those tools could be used for, accessibility to real world examples. Educators considered the opportunity to contribute to the knowledge that is publicly available a benefit for certain student groups.

Diversity of uses. Social media includes a diverse selection of tools that EPs found useful for different purposes in different stages of learning, such as exploration or reflection and self-evaluation. There was not one tool that all EPs used or thought was valuable. EPs suggested that images, plentiful and easily accessed on social media, were good for inspiring the design process.

> [Images from social media are] efficient and [students] are not married to [them], which is good. A big hurdle in any of the visual arts is this idea of being married to your work. When you think of pulling images or anything, it's not yours anyway; you're just using it for inspiration, versus the days of let me go to a magazine or whatever it is and cut out an image of something and then literally glue it to a board so its fixed. So [social media] keeps things more fluid which is more beneficial from a practicing standpoint… because you need to be flexible. I have seen Instagram help with that (Participant 3).

Blogs were considered a useful tool to help students reflect and write about their learning and design processes. One EP felt that having his students reflect in their blogs allowed them to internalize and personalize the concepts that they were learning:

> I give them pointers, but no structure after that… to tap into [yourself] and figure out your journey. … so it is really just a reflection of your journey, how you are absorbing concepts, how you are applying concepts, and how you are just breaking away from traditional thinking… so they get that freedom to express themselves. So there is

ownership. [For] me as a teacher I can see the growth of the students and it's very fulfilling (Participant 4).

Real world application. A second benefit of social media use brought to light by EPs was the opportunity for real would application of principles being learned. Some EPs reported finding and sharing real world examples with students, while other EPs allowed students to search for examples and then discuss with them whether or not the example the student found truly demonstrated the principle being learned. One EP described how he used videos to supplement his lectures, "More times than not, actually, I would say it is real-world applicable, to try to relate a point, an academic point, to what is happening in the real world" (Participant 7). Another EP said:

> I think what is great is how quick, immediate it is… they are very familiar with whatever app or social media it is and they can show me [an example], and I can say this is why this works, this is what this is, and it's very fluid and it's efficient (Participant 3).

Student contributions. Some EPs suggested that contributing to social media might be more beneficial for more mature student groups such as juniors and seniors or graduate students, expressing the idea that students need a core of academic knowledge before they could successfully contribute and post on social media about what they are learning. One EP described:

> And I think there are certain applications in certain courses [where social media] inherently would work better. I've found that in different levels in their academic career…because at that point [they] know enough about [their] individual discipline… for instance if an interior designer has a question about apparel, [the students] have very unique views and they can substantiate the views. They know how to [speak] linguistically with academically appropriate terminology, which I think is crucial, because it is hard to monitor them. In an early course where [the students] are just trying

> to learn the language [contributing to social media] could be perceived as actually detrimental (Participant 3).

Participants went on to suggest that students with less knowledge in their field would be less able to contribute accurate and relevant ideas possibly causing confusion or distraction. Another EP agreed that the content created by more experienced students would be more beneficial to those accessing it on social media:

> I can definitely see [contributing to social media] more in a graduate level class, I don't know if I would trust undergraduates with what they put out there and have it out on the web but if it is a project that is done by some graduate students that is pretty good I may definitely recommend them posting it to YouTube or putting a link to it on Facebook or Twitter or whatever (Participant 7).

***Barriers*.** EPs who were adopting social media, EPs who were interested in using social media but had not, and EPs who were reluctant to adopt social media agreed that there were certain barriers to the successful use of social media in education. The major concerns they expressed included: time, professionalism, evaluation and grading, and fitting social media use with the needs of the class.

Time. Most EPs felt it would take a lot of time to learn how to use new social media applications and to find ways to utilize them effectively. One EP said, "I don't have the time. I don't have the knowledge to go find the right place, [and] find the right method to implement it into my class (Participant 6). Even after EPs adopted social media they were concerned about how to adapt when students begin using newer forms of social media, and older platforms become outdated. Another EP expressed:

> What's the next, the new, whatever the next social media is going to be? Snapchat or whatever, what everybody is using the most, cause you don't want to spend time developing resources that none of the students are looking at (Participant 7).

Another concern EPs expressed was how much time it takes to sort through the immense amount of content on social media to find what is most beneficial:

> If I find one that I like, I'll try to star it, then I have it as a liked video, then I kind of know the name of the channel and I can go back to that one, other than that it's just a search and you type in whatever and you have to spend some time trying to watch a 4-5 minute video and maybe something is good and maybe not, sometimes the quality is not good, or sometimes it is old and the data is not relevant, all those kind of thoughts. You have to wade through those and pick out what good and not and it's definitely time consuming, trying to find just a rogue video (Participant 7).

Professionalism. EPs expressed concerns about keeping social media usage in the classroom professional. One EPs instruction to his students was:

> Keep it professional, like if they are giving an example and they are saying 'hey look at this post that this person put up there', I don't want them to have vulgarities and things like that that are part of it, as much as it's interesting it's not something that I want to put up in front of 200+ people (Participant 11).

Some were uncertain if there were policies about how social media could be used at their institution. As well as how to keep the divide between student's personal lives and the classroom:

> What is the line that you don't want to cross of invading personal time and then professional time in the classroom? … I don't know what the process would be, I would be a little leery of jumping that imaginary barrier of classroom and professional life and

> their personal life, because in a lot of ways that is what social media is, so that is kind of a good question; it's a tough decision, I don't know what the proper etiquette would be, if there are actually rules from [our school] or other schools of how to give them actual feedback via social media (Participant 7).

Evaluation. EPs were uncertain about how to grade or evaluate student work using social media with traditional ways grading methods. One EP considered using a social media platform as a base for a distance learning class but decided not to because of difficulty in assessing students work.

> I think [my decision not to use social media] was probably logistics like grading, how to upload rubrics, how to evaluate numerically. This is why [social media may be best for] a non-traditional course or even a graduate course, where there's not even a grade, it's like you attended or you didn't (Participant 3).

Similarly, another EP found participation points to be the most straightforward way to incorporate traditional grades in to social media for teaching:

> I mean I wish I could do more of it but it's just tough to try and figure out how to create that ability of grading things … I don't do a lot of grading with [social media], I do participation, so if you are active in the discussion, if you are active in some of the examples we put online, then yeah I will give additional points for it, but that class is also 250 plus people so it is tough (Participant 11).

Class type. Several EPs indicated that social media might have some benefits but were not the right fit for particular classes. One EP expressed that the offline teaching strategies she had been using were accomplishing the learning objectives of a hands-on lab class and did not feel the exploratory or reflective opportunities offered by social media were appropriate methods for her course, "Maybe more to the point is my classes don't actually lend themselves to [social

media], I don't feel the need to do anything else than I'm doing right now, I think [my current method] is pretty effective in lab classes" (Participant 1). Another EP said:

> I have to say this, I believe that not every class and every content is appropriate for social media and I may be wrong, but I think there are somethings better done more efficiently done by lecturing or by showing [an offline] video more than [through] social media, I just think that not every class is appropriate for [social media] (Participant 6).

Some EPs, who wanted to use social media more, expressed that they were limited to what content they could include in their courses by administrators and other educators:

> I don't get a lot of say in exactly what content I want to teach and how I want to do it. I am kind of held back by some of those restraints. For the most part I get to do a lot of what I do, what I want, but there are always those people who are saying 'I don't want this as part of this' or 'this is not as important in a management class.' It is tough getting people to realize that yes [social media] is actually happening. That is probably the main thing that holds [me] back (Participant 11).

EPs expressed that in order for social media usage to be effective, it would need to be specifically designed for the course and the ways it was used would have to be centered on the learning objectives for the course:

> So I think that if social media were to be applied in teaching you might have to think of ways to design special social media for that class. I mean blogs are very good, but how are you going to use blogs in advanced apparel design [or] in a sewing class. You see you have to do a little bit more than just bringing in, you have to design something for that class, and you have to understand what message is it that you want to convey here, what do you want the students to get? Just a couple of people talking back and forth? Or what you want to teach them, what is the purpose of having the social media for that class,

> whatever that class is. These are things that you have to define in the beginning, the purpose of it. Then design something, and see if it meets the purpose or not (Participant 6).

Some EPs were not comfortable using social media outside the classroom and did not want to incorporate social media in their teaching. One EP reported:

> I've got a big family… and everyone is on social media and I just don't have time for it… I know we have to embrace technology to move forward, but for me I'm going to push it as far as I can without using it… I just think that [social media] is just something else for me to keep track of, because if I start doing something, than I want to be able to do it well. But if not, [I] don't do it.

Improvements. Some EPs respected other educators who used social media but could not see themselves using current social media more in their teaching.

> Some people who do some very impressive things, [my colleague] is one of them… they do very impressive things in finding ways to use social media and all that, and that's great, but you just can't expect everybody to be like that (Participant 6).

EPs suggested some improvements that would help to overcome the barriers they perceived as well as help them achieve the maximum benefits from using social media in their classes. These suggestions included providing more training for educators in how to use social media in education and creating a platform that could link social media outlets students are already using to educational resources and structures.

Training. Several EPs expressed the need for some kind of training if they were going to be able to successfully validate the quality, filter the most relevant types, and provide data about best practices:

> If I had the resources, like a training or a workshop that would say, 'look at this resource.' [Where] they've already done the research, they've found what I should be using on social media, and [recommend] ways to use it… I would be very willing to take this [workshop] (Participant 6).

Another said:

> Just give some kind of guidelines in that regard but then also if there is some data about what is most effective and what previous professors have tried, what works, what doesn't work, what's the next, the new, whatever the next social media is going to be, Snapchat or whatever. What everybody is using the most, cause you don't want to spend time developing resources that none of the students are looking at, so I guess just some guidelines and some best practices would be great (Participant 7).

Several EPs hoped for clarification about what was considered social media. One EP expressed the difficulty of keeping up with the newest forms of social media as well as web 2.0 features that are introduced on online resources yet not considered social media:

> I know that social media isn't just the Internet, but realistically so much of the Internet can be social media, cause you can comment, you can change it, you can manipulate it. That is why it is so hard for me to keep up, what is even defined as social media because I think traditional things like Wikipedia, and YouTube, but there are so many new ones every day that I'm even trying to keep up with. Again it's just part of the zeitgeist of where we are (Participant 3).

Linking familiar platforms with educational resources. EPs voiced the desire for ways to link students with resources relevant to their classes through platforms already familiar to both educators and students:

> They've already got access to these apps for social media, and now there are even apps for things like D2L or Blackboard depending on the university, so again it is kind of so easily accessible, it's kind of apples to apples. So I think maybe ways of integrating more popular [social media], again I don't know the specifics technology-wise with these things, like Group-Me, YouTube or there are many many more, Instagram all of these whatever, maybe if they were actually integrated into our [course management] system (Participant 3).

> Yeah, I think in terms of to have an interactive session in class, I know you have your other tools where you click and you get your responses, but perhaps linking that through social media, an individual who is already very familiar with the platform and comfortable with it and everybody is using it, then perhaps using that. I think it always helps learning if you are having this [immediate] interaction, and gauging right then and there how everyone is doing (Participant 4).

EPs also wanted ways to know if students were accessing materials educators post on social media so that students could earn credit for their participation:

> Some avenue, outlet, that you could have a list of topics [on social media] and you could get feedback that they watched those or that that you know you could give them some kind of credit for that, just have it running kind of throughout the semester (Participant 7).

It was also suggested that it would be beneficial to make sure that all students are seeing the same relevant posts and resources. EPs hoped to maintain structure and ensure that all the students were getting the same learning experiences:

> I would want [social media] if there were a way to put like Instagram or Facebook or Twitter or something like that where you had a way to group your students in and say

> alright you all have to be following exactly the same people that I am, the same things, so that I can use some of those things as examples, so that it pops up on their feed for the class and you know what they are getting (Participant 11).

Overall, EPs were more hesitant than SPs to use social media in education. They focused more on social media being a supplemental resource that students could use outside of class if they chose but were not interested or sure how to fully incorporate it into their teaching. EPs had not mentioned generating content using social media; rather they sought to control what was already available and monitor how students were using it in their class.

Commonalities. While they had different perspectives, there were also commonalties between how SPs and EPs perceived social media use in education. Such commonalities included the belief that their peers or colleagues were using social media more than they were themselves, separating personal and professional use of social media, concerns about the time required to successfully use social media as a teaching and learning strategy, and ensuring the quality of resources students are using.

Both SPs and EPs expressed the belief that others were successfully using social media in education but they, either by choice or because of lack of knowledge, were not adopting it themselves to the same extent. Both groups also voiced concerns about maintaining the division between personal and professional use of social media. Uncertainty about the professional limits of using social media for teaching and learning kept some SPs and EPs from utilizing the resources they knew were available.

While they expressed it differently, both groups payed close attention to the quality of the resources that students used to learn. EPs spoke in terms of academic rigor, while SPs were more concerned with finding resources that would satisfy their instructor's requirements. SPs and EPs in this study shared concerns that learning to use social media as a teaching and learning strategy

would take more time than traditional or current methods. Participants particularly noted that social media is always growing and changing, which can make it difficult to stay informed about current social media applications. Both groups suggested that having training available about how to use social media as a teaching and learning strategy might help to overcome the challenge of finding time to learn on their own.

CHAPTER V

CONCLUSION

Discussion

Themes that emerged from interviews with apparel design students and educators were consistent with previous research about how social media is being used in education. Additionally, the data also brought to light interesting perspectives that are unique to apparel design. This study sought to understand the behaviors of apparel design students and educators using social media to bridge formal and informal learning and to determine benefits and barriers they encountered. The themes that emerged in this study support perspectives on learning put forth by both social constructivism and connectivism that guided this study.

Theoretical foundation. The themes that emerged about how SPs were using social media to learn and how EPs use it to facilitate learning were consistent with established theoretical perspectives on learning. In social constructivism, scaffolding suggests that students need assistance and structure to work with as they are learning to complete new tasks (Powell & Kalina, 2009; Ravenscroft, 2011; Vygotsky, 1978). This was supported by SPs suggestions that being able to work alongside videos helped them understand new techniques they were learning. SPs expressed the desire to receive interactive support through social media as they were learning outside of class shows one possible way that social media could be developed to support life-long learning.

The patterns that SPs described about their social media use was supportive of Siemens (2005) idea that learning takes place through connecting knowledge sources. SPs preferred to seek out information as they needed it through their connections with different sources. Particularly during the inspiration stage of the design process, SPs were interested in staying connected with sources that would continually be changing and updating with trends and industry advancements.

These findings suggest that SPs combine elements from both social constructivism and connectivism. SPs are still using the traditional learning principles; social media has packaged those principles in a new way. Consequently, the combination of informal and formal learning through social media may be a method of bridging the gap between educators who are accustomed to traditional learning methods that were established prior to the digital age and students who are increasingly comfortable searching for information and learning on their own, a phenomenon identified from literature. By contributing quality learning materials to social media and guiding students to search for quality sources, educators may be able to reach students on their own level and contribute to students' ability to build personal learning environments.

Behaviors. It is apparent that SPs accept influences of social media; they utilize the applications that are available to them in creative ways but those applications do not always fulfill their learning needs. While there were connections between SPs formal and informal learning, SPs learning was typically initiated by formal requirements or motivations. SPs used social media to supplement and clarify what they were learning in class but did not often delve into new or further topics beyond what was required for their studies. One possible reason for this is the uncertainty some SPs felt in finding resources on social media that were specifically designed for learning.

It was put forward by Blair and Serafini (2014) that the current generation of students initially researches a topic using social platforms. Interestingly, a similar viewpoint was also expressed by one SP when he suggested that he and his peers preferred searching for answers themselves rather than approaching an instructor. SPs focused their initial searching on social media on a particular subject after an assignment had been given. These findings suggest that while SPs are comfortable with informal learning methods such as social media, they still tend to rely on educators to establish the direction of their learning and to provide external motivation.

SPs saw themselves as passive consumers of the extant content. SPs were interested in ways they could contribute their designs and work and receive feedback while seeing the work of their peers. SPs reported if they posted their work social media, the only feedback they received came from friends and family who offer encouragement rather than professional insight or critique.

SPs readiness for and creativity in describing how social media could be developed to support learning indicates that SPs have a good idea of what they want, but they are waiting for someone else to create the means to accomplish those goals. As suggested by Dabbagh and Kitsantas (2012), educators may have to intervene if social media is to be used to encourage students to create a community for collaboration and support.

Conversely, EPs were unsure about the role of social media in their courses. Most were unsure about boundaries of social media and about proper etiquette for using social media in education. EPs wanted training related to social media use in the classroom. Rather than taking the initiative, they wanted someone else to figure out how to best use social media. Most EPs did not view social media as something they could contribute to or develop, rather as an external resource that students could use in addition to what educators provided in class.

Previous studies found that educators preferred social media applications that had been developed specifically for education (Brady et al., 2010; Greenhow & Lewin, 2016). Interestingly, EPs in this study expressed the desire to use platforms students were already comfortable with; they wanted a way to draw them together in a format suitable to education. Despite wanting to use platforms students were familiar with, EPs did express concerns about using popular personal social media in terms of maintaining the divide between personal and professional use.

Benefits. The benefits that SPs and EPs identified in this study were consistent with those purposed in previous research. Hall (2009) suggested that social media is most effective when students can set their own learning goals, receive direct feedback, develop mastery of their subject and integrate formal structures into the informal learning environment. SPs and EPs in this study both sought ways to achieve these goals as they used social media in their learning. SPs wanted feedback on their designs. Some SPs tried to organize or structure their social media use so that it fit in better with the structure of their classes.

Findings from this study also support Hall and Hall's (2010) conclusion that contributing to social media can increase student's sense of ownership of their learning. EPs, both those who had used blogs and those who had not, suggested that blogs could be a valuable way to get students contributing, reflecting, and taking ownership of what they were learning.

Gikas and Grant (2013) found that students and educators appreciated the ability to use social media to access information quickly, increase the variety of learning activities, and that learning could be applied in context. Similarly EPs in this study agreed that examples of principles learned in class could be found quickly on social media allowing for discussion of a variety examples and to show how principles learned in class were applied in the real world.

Gray et al. (2010) further suggested that different forms of social media were beneficial for different purposes; blogs and wikis offered students the chance to write and reflect while social bookmarking sites were beneficial to organize information. Consistent with the uses and benefits put forth by Gray et al., one EP required his students to keep a blog to help them examine their learning. Similarly, a SP chose to keep a personal blog to help her organize her thoughts and design ideas and to see her progression over time.

Barriers. Despite the benefits, there are still difficulties that SPs and EPs faced in effectively using social media for teaching and learning. Consistent with previous studies (Greenhow & Lewin, 2016) EPs expressed the desire to introduce formal structures within social media use to monitor and content students were seeing to assess and to evaluate work for grades as in traditional educational structures. Consistent with other studies (Gray et al., 2010) one of the concerns reported by EPs was that they didn't know how to grade students work using social media.

Consistency in sewing techniques was one of the benefits that was initially sought for during the formalization of apparel education (Helvenston & Bubolz, 1999). Both SPs and EPs responses suggested that this is still the case; EPs often wanted specific techniques or projects completed a specific way. Consequently, some of the resources that SPs accessed using social media were not helpful because they did not demonstrate the technique following the same pattern that the instructor expected the students to use.

Ajjan and Harthorne (2008) found that educator attitudes toward web 2.0 technologies strongly predicted educators' adoption of those technologies, which was consistent with the responses given by the EPs interviewed in this study. Those who were uncomfortable using social media were less favorable to using it to enhance their teaching. EPs who expressed that they did not have the time or desire to use it outside the classroom were similarly resistant to using it in

the classroom. The distinction between social media, other web 2.0 resources, and non-web 2.0 Internet based resources was difficult to distinguish for many participants. This confusion may also contribute to hesitancy to use social media as a teaching and learning strategy.

Conclusions and Implications

Social media can be used to organize and connect student learning between formal and informal environments. SPs gravitate to visual resources that they can access on their own schedule, but they do not typically seek them out without the extrinsic motivation of a class assignment.

The behaviors of both SPs and EPs suggest that social media is being used more as an external resource that has information that can be consumed, similar to a continually changing textbook. Social media was developed to enable communication, collaboration, and creative expression (Dabbagh & Kitsantas, 2012). This goal is not being achieved in the current use of social media described in this study. In order for social media to be used as something more than a reference by students, students and educators will need to shift their perception of social media in teaching and learning. Students will need to actively engage in social media by communicating and collaborating with their peers, educators and other social media users. Educators will need to learn to develop and contribute to social media in ways that meet the objectives of their courses.

Findings of this study suggest that educators will need to be trained in how to use social media as a teaching strategy. EPs request for training suggests that learning to use social media as a teaching and learning strategy is similar to learning any other skill. Educators will first need to become the learners and rely on the scaffolding and instruction of experts in order to build their skills in using social media in teaching. Training for educators is not yet widely available. The necessary training will need to be developed and made easily accessible to educators so trainings empower and motivate the educator rather than overburden them with yet another task. Once they

are enabled, they can then assist students to use social media beyond its personal uses and reap the benefits it can yield for learning.

Further Research

As an exploratory study, many new questions were raised and areas for further research and inquiry were identified. This study focused on a small group of students and educators at a large South-Central land grant university with a technical, industry based focus. Further research will be needed to understand how the themes found here may apply to a greater number of students and educators. Other populations that will be important to investigate are a younger teaching cohort and those in different geographical areas. In addition, research will be needed to understand if there are differences in how students and educators use social media as a teaching and learning strategy between schools or programs that have a design or art focus compared to those with a more technical industry based focus.

Careers in apparel design often require specialization and training; further research will be needed to understand how students are continuing to develop their PLE once they have completed their formal education. Research focusing on young professional may help to understand how students' PLEs change when they no longer have formal courses to motivate and direct them, discovering if their job responsibilities and training become the formal aspects that motivate informal learning. It will be important to answer the question, does providing apparel design students with a strong informal learning network while they are students enable them to continue learning once they have left school and entered the work force.

Finally, as technology becomes increasingly integrated into our life-style, further research will be needed to understand if students are in a transitional stage of learning. Further research will show if traditional learning methods will shift entirely to technology-based learning or if

select technologies, such as social media, have become just one more tool available and educators and students will continue to use traditional teaching and learning structures.

Research has suggested that future educators will need current educators to model beneficial use of mobile and social technologies in order to apply them in their future teachings (Godfrey & Duke, 2014). Interestingly, students in this study had a clear picture of how social media could be developed in order to be more beneficial for learning, yet many educators were reticent. As current students, who are considered digital natives, move into the roles of professionals and educators themselves, further research will be needed to understand if the combination of past and future learning styles will continue to be balanced or if there will be a need to mediate a power struggle between educators who don't know how to use social media and students who want to use social media.

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APPENDICES

APPENDIX A

SCREENING SURVEY QUESTIONS FOR STUDENTS

Q1. Are you a(n):

Apparel Design and Production **major**

Apparel Design and Production **minor**

Family and Consumer Sciences Education **major**

None

Q2. What type of student are you?

Full-time

Part-time

Q3. What is your gender?

Male

Female

Prefer not to answer

Q4. What year are you in the ADP major/minor program sequence?

Freshmen

Sophomore

Junior

Senior

Other_____

Q5. Did you use social media to learn about apparel design (e.g. search for inspiration and ideas, learn new concepts, etc.) before coming to OSU?

Yes

No

Q6. In your Apparel Design major classes, what social media sites do you use to support your learning? (e.g. search for inspiration and ideas, learn new concepts, clarify concepts learned in class, collaborate with classmates or others, etc.)

Check all that apply

Blogs

Facebook

Instagram

LinkedIn

Pinterest

Tumblr

Twitter

YouTube

Other _____

Q7. How often do you use social media for class as directed by the instructor? (Meaning that the assignment sheet or instructors instructions specifically indicated the use of social media)

Daily

2-6 times per week

Once a week

Once every2-3 weeks

Once a month

Less than once a month

Q8. How often is your use social media usage for class self-directed? (Meaning you were interested in searching for inspiration and ideas, learning new concepts related to the class, clarifying concepts learned in class, collaborating with classmates or others, etc.)

Daily

2-6 times per week

Once a week

Once every 2-3 weeks

Once a month

Less than once a month

Q9. Are you willing to be contacted for a follow up interview lasting no more than 60 minutes between April 3rd and 28th?

Yes

No

If yes, please provide a preferred email to contact you to arrange the interview. _____

APPENDIX B

SCREENING SURVEY QUESTIONS FOR FACULTY

Q1. Which of the following classes do you teach?

Check all that apply

DHM 1003	DHM 2444	DHM 3991	DHM 4101	DHM 4893	MGMT 3013
DHM 1101	DHM 3013	DHM 3994	DHM 4111	DHM 4993	MGMT 3123
DHM 1103	DHM 3023	DHM 4031	DHM 4121	ART 1103	MGMT 3313
DHM 1433	DHM 3033	DHM 4041	DHM 4141	ART 2243	MGMT 4031
DHM 1993	DHM 3053	DHM 4051	DHM 4151	ECON 1113	MGMT 4213
DHM 2003	DHM 3103	DHM 4061	DHM 4153	ECON 2103	MGMT 4613
DHM 2203	DHM 3123	DHM 4071	DHM 4403	EEE 3023	MKTG 3213
DHM 2212	DHM 3203	DHM 4081	DHM 4453	EEE 3033	TH 4673
DHM 2403	DHM 3533	DHM 4091	DHM 4893	EEE 3033	

Q2. In the courses you selected, do you use social media, such as blogs, Pinterest, Instagram, Twitter, YouTube, etc., to support your teaching? (e.g. demonstrate concepts, supplement homework)

Yes

No

Q3. What social media sites do you use to **support your teaching**?

Check all that apply

Blogs

Facebook

Instagram

LinkedIn

Pinterest

Tumblr

Twitter

YouTube

Other _____

Q4. Do you encourage students to use social media to support their learning in your course?

Check all that apply

During lectures

On assignments

On Group projects

None

Other_____

Q5. What is your faculty designation?

Full Professor

Associate Professor

Assistant Professor

Adjunct

Clinical Instructor

Lecturer

Other _____

Q6. How long have you taught in your current field?

Number of years_____

Q7. What is your gender?

Male

Female

Prefer not to answer

Q8. Are you willing to be contacted for a follow up interview lasting no more than 60 minutes between April 3rd and 28th?

Yes

No

If yes, please provide a preferred email to contact you to arrange the interview. _____

APPENDIX C

INTERVIEW QUESTIONNAIRE

For Students:

1. Describe ways you learn about apparel design outside the classroom.

2. How do you use Social Media in your apparel design classes?

    (a) How do you use it for inspiration?

    (b) How do you use it to learn new techniques or clarify what you have learned in class?

    (c) How do you use it to collaborate or network with your classmates? What about with individuals not in your classes?

3. What benefits do you gain from using social media to support your learning?

4. What makes it difficult for you to use social media in your classes?

5. Have you ever used social media to continue a project or learning a subject after the original class was over?

6. How does your use of social media help you to master the concepts you are learning in class?

7. What process do you use to decide if the information you use from social media is academically reliable for your assignments or projects?

For Faculty:

1. In what ways do you encourage students to use social media in your courses?

2. Do you give any assignments that require students to use social media? Could you give an example of an assignment you have given using social media?

3. Do your students receive feedback on their work through social media from you or from their peers?

4. Do you place restrictions on how students can use social media in your courses?

5. How do you expect students to determine the reliability of information they use from social media?

6. What barriers prevent you from using Social Media in your courses?

7. Are there changes to social media that would help you feel more comfortable using social media in your course? Could you provide an example?

8. If you incorporate social media, what learning outcomes relate to social media?

9. If you incorporate social media, how do you assess the students' learning from that source?

10. How do you address academic integrity when students employ social media?

VITA

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